

COMMUNICATING
Together

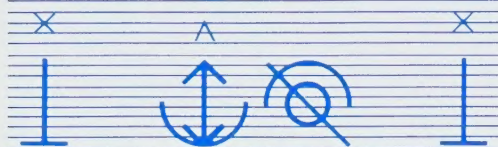
A Quarterly Magazine Published by Blissymbolics
Communication Institute Toronto, Ontario, Canada

Inaugural Issue

Fall 1982



COMMUNICATING together



Inaugural Issue Fall 1982

Published quarterly by
Blissymbolics Communication
Institute
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Subscription Rate: \$20. per year Canadian
funds, \$15. per year U.S. funds. Bulk
orders of 50 units @ \$10. per unit - \$500.
Canadian funds.

Direct correspondence regarding
subscriptions, contributions, sponsoring,
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Cover: Kari Harrington and Ann Running in
front of new Roy Thomson Concert Hall.
Photograph of Ann and Kari by Barry Mailey
Concert Hall segment courtesy of Roy
Thomson Hall.

The symbol composition and drawings
appearing in articles are in accordance with
Blissymbols for Use, compiled and edited by
Barbara Hehner, and published by the
Blissymbolics Communication Institute,
Toronto, 1980.

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Communicating Together is published quarterly as a means of sharing the experiences, systems and techniques of non-speaking people with their families, communities and the professionals who work with them. Special attention is given to the non-reader's augmentative communication system and the role of Blissymbolics.

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September, 1982, C.K. Bliss granted an exclusive, non-cancellable and perpetual, world-wide license to the Blissymbolics Communication Institute, for the application of Blissymbols, for use by handicapped persons and persons having communication, language and learning difficulties.

Blissymbolics is a system providing comprehensive communication for the non-speaking, non-reading person. It can be used with a variety of picture systems and technologies, and with traditional orthography — offering a basic structure for the non-reader's augmentative communication system.

The Blissymbolics Communication Institute was established in 1975 to facilitate the use of Blissymbolics as a communication system for non-speaking persons around the world.

BCI Affiliates and Information Centres are situated in —

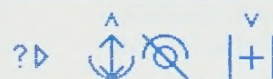
Canada: Alberta, British Columbia, Manitoba, Newfoundland-Labrador, Nova Scotia, Ontario, Quebec

United States: Alabama, California, Florida, Michigan, New York, Ohio, Oklahoma, Pennsylvania, South Dakota

Other than North America: Argentina, Australia, Belgium, Brazil, Denmark, Finland, France, Iceland, India, Israel, Italy, Jordan, New Zealand, Norway, Portugal, Sweden, Switzerland, Spain, The Netherlands, United Kingdom, Venezuela, West Germany, Zimbabwe

Through BCI and its Affiliates, over 8,000 instructors have been trained worldwide.

Why - Communicating Together?



by Shirley McNaughton

Shirley McNaughton has been associated with Blissymbols and Augmentative Communication since 1971. Throughout the years since she was the special education teacher on the original team that applied Blissymbols with non-speaking children, to her current responsibilities as Executive Director, Blissymbolics Communication Institute, she has maintained a strong service interest and a commitment to the needs of non-speaking people.



I am proud and pleased to introduce the newest publication of the Blissymbolics Communication Institute, *Communicating Together*, a quarterly magazine replacing all former subscription publications, and created to support and to provide Augmentative Communication.

Over the last decade, a new way of helping disabled people has emerged. For those who are unable to speak, non-speech systems have been developed and are being used with increasing success. It can now be said with confidence, "There is no non-speaking person for whom some communication support system cannot be found."

Those of us who have been part of the early years of helping non-speaking people communicate have watched the first tentative efforts of a few expand into a myriad of programs around the world. We have seen miraculous changes in the lives of countless disabled persons; we have witnessed the establishment of a body of augmentative communication literature and the growing involvement of researchers; we have worked within a multi-professional group, an essential component in the development of this new field; we have been part of the exciting experience of beginning a new discipline which can help mankind.

We who have shared in this creation have learned much as we've gone along. We have acquired knowledge, skills and attitudes as we have interacted with non-

speaking people, their families and those who work with them; we are comfortably surrounded with our resource publications and our information links to the developing technologies.



A communication gap

More and more we see a growing communication gap: few in the speaking community know about the needs, the potential, the dreams of those who cannot speak. As non-speaking people develop new ways of communicating, they more and more need to be part of the community — to be helped by it and to contribute to it.

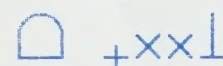
Let us consider two situations: first, a crowded social gathering in a room through which a blind man is groping his way without benefit of a white cane, a seeing-eye dog or any other type of aid; second, the same setting, and a non-speaking man with no augmentative communication system is trying to be part of the social interaction.

In both situations, the presence of a person with a physical limitation would arouse a variety of emotions: some would feel compassion, others, uneasiness or fear; some would attempt to help, others would withdraw.

In the case of the blind man, a

question would probably pass through nearly everyone's mind: how has this person missed what is so readily available for people with this disability? In the second situation, however, one would expect this question to be asked by only a few, and the disability treated as unfortunate but with no thought that assistance was possible (though some might try to guess what the person wished to say — the Twenty Questions game!). Worse still, some people would believe the inability to speak meant the inability to form ideas and questions, and that the non-speaking person had nothing to say.

Many members of the community have come to accept the use of the white cane to help the blind, the hearing aid to help the hearing impaired and wheelchairs to help the physically disabled. Yet, the aids available for non-speaking persons are largely unknown. Even the term Augmentative Communication would be new to many.



Community Knowledge

This publication will help to bridge the communication gap, and to broaden community awareness of the non-speaking person's needs and the way these needs can be met. Through *Communicating Together*, the activities, ideas, accomplishments, problems and concerns of non-speaking people will be presented, along with information about current aids, resources, research and development. Both non-speaking people and those who interact with them will have an opportunity to learn more about what is available now and what to expect in the future.

And, of course, we will also teach our readers more about Blissymbolics. As we see Blissymbolics providing a basic communication system for a widening group of non-reading, non-speaking people, we

realize the need to teach those in the community about this internationally used system.



We're excited!

The Blissymbolics Communication Institute is very excited about this new venture. Not only will *Communicating Together* give us the opportunity to teach and to share our experiences about Blissymbols, but we will have the opportunity to broaden our focus to many forms of Augmentative Communication.

We know well the value of augmentative communication systems in day-to-day functioning. Within the Institute's offices we have the satisfaction of regular involvement with a variety of graphic and technical systems, such as Blissymbol boards, handwritten messages, the Sharp Memowriter, the Autocom and the Apple personal computer.

Through *Communicating Together*, we can do what we have always believed. Our support of the Institute's primary objective — to facilitate the world-wide use of Blissymbolics as an augmentative communication system — has always been within the broader framework of helping the communication of non-speaking people. Now, our recognition that Blissymbolics is but one way (albeit a very powerful one) to assist the non-speaking person, can be demonstrated. Our ultimate goal — as always — is the best possible communication for each non-speaking individual.

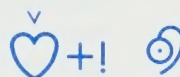
And who will communicate together through our magazine? We hope the Blissymbolics Communication Institute will communicate with a growing number of readers; that the users of different systems will communicate with each other

through our pages; that more speaking people will communicate with non-speaking people; that non-speaking people with different language and cultural backgrounds will communicate with each other.

Through the knowledge and understanding *Communicating Together* can help foster, we look to a future of community awareness, encouragement, support and acceptance — for non-speaking people and the systems they use.

Recently I heard a young and innovative theatre group's rationale for speaking out. Their inspiration came from a simply expressed belief: "What is not said does not exist." We who know those who cannot speak can be challenged by these words in a special way. We can speak, and we can help them "speak" in many ways. We can make their non-uttered thoughts exist. And in so doing, we can give non-speaking people a voice — and an existence. □

Good News



The Blissymbolics Communication Institute, the Ontario Crippled Children's Centre and Mr. Charles K. Bliss are pleased to announce that they have reached a settlement of their disputes and have entered a new licence agreement September 24, 1982.

As originator of the Blissymbols, Mr. Bliss, pursuant to the agreement, shall in writing comment upon and make recommendations as to the Blissymbols currently in use and to be used. His writing shall be available to the public through BCI or himself about the Fall of 1983.

Further, Mr. Bliss has granted an exclusive non-revocable licence to the Blissymbolics Communication Institute and the Ontario Crippled Children's Centre for the use of Blissymbols for handicapped persons and persons having communication, language and learning difficulties. Pursuant to this agreement the Blissymbolics Communication Institute shall continue its work with handicapped persons and is at liberty to continue to publish and to maintain and expand its world-wide authority in the use of Blissymbols for handicapped persons and persons having communication, language and learning difficulties.



People communicating with people communicating with people communicating with people

International News



Partnerships in Training

In many countries, the first step toward the application of augmentative communication systems for non-speaking people is the planning and holding of a training session for instructors. This initial training session prepares instructors to be the pioneers who will spread the word to their colleagues.

Each first training program takes extensive work by the hosting country and strong support and encouragement by an experienced helping country. Many partnerships have introduced Blissymbols and Augmentative Communication around the world:

In 1976, Canada helped the United Kingdom make its beginning . . .

In 1977, Canada helped Sweden make its beginning . . .

In 1979, Canada helped New Zealand . . .

In 1980, Canada helped India and Bermuda . . .

Throughout 1977 to the present Sweden has helped Denmark, Norway, Iceland, Finland . . .

In 1981, the United Kingdom helped Zimbabwe . . .

In 1982, the United Kingdom helped Portugal, Italy and the Netherlands . . .

In 1981, Switzerland and Canada worked together to help France, Belgium and Spain . . .

The most recent international adventure was a particularly interesting and challenging one; there was great distance between the organizers and also between those who would eventually be the participants. In August, 1982, Canada helped organizers from Guam conduct an Elementary Blissymbol Training Session in Taiwan. As with all initial training, one person must make a beginning.



Guam Workshop. From left: Dr. Tian-Way Shew, National Taiwan College of Education; Julia Berg, translator; Anne Warrick and Dr. Ron Smith.

The Making of a Workshop

The first letter from Dr. Ron Smith (Coordinator, Special Education, College of Education, University of Guam) arrived exactly one year ago asking if BCI could possibly bring an Elementary Workshop in Blissymbolics to the western Pacific. Needless to say, the Institute was intrigued by this challenging request. Dr. Smith described the skills and qualities desirable in a Presenter undertaking this assignment. It was important that the person be "...a consultant, a teacher who can effectively teach Blissymbol skills to the participants regardless of their cultural/ethnic/language background, and able to teach through an interpreter."

Many skillful and knowledgeable Presentors are, of course, associated with BCI, but for this event the Institute knew that a very special ambassador was needed — someone like Anne Warrick, speech pathologist, therapist and author of *Blissymbols for Preschool Children*.

Anne Warrick is well known for

her professional expertise in the field of non-speech communication and for the enthusiasm, creativity and concern she brings with her. Indeed, Mrs. Warrick found it impossible to restrain herself from jumping into this adventure, though she had no idea what surprises might be in store. Even a cautious note from Dr. Smith reminding her that cultural differences might create difficulties did nothing to dampen her enthusiasm. For adventurous souls like Mrs. Warrick, matters such as the safe arrival of materials (i.e., have some of our more risqué audiovisual materials been confiscated by customs?) and political relations between countries (i.e., "... We would like some confirmation that Mrs. Warrick can return to Canada.") become just part of the risks a Senior Presenter takes.

In Taiwan

During the first instructional week in Taiwan, Dr. Smith gave a course in non-speech communication, providing the students with a compre-

Using the computer is great because I can work by myself and produce what I want; then the teacher can go away and come back after awhile and see the kind of work I have done. My school, Sunnyview, will be getting an Apple computer this year, so I hope to be able to continue working with it.

A Trip Across Canada

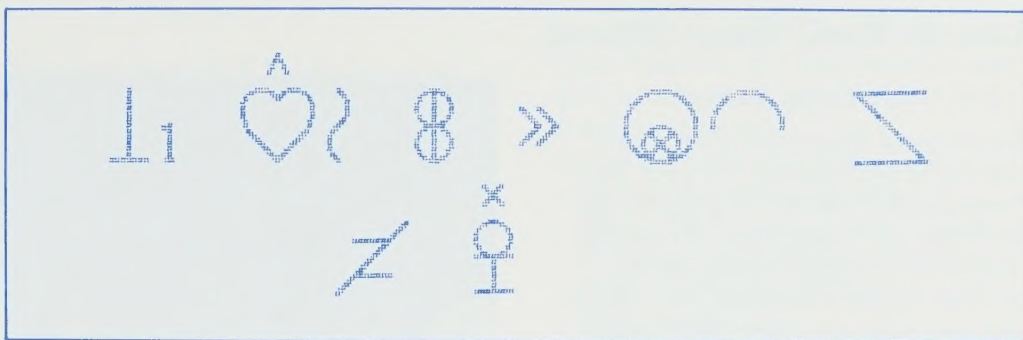
This summer I went with my family on a trip across western Canada. We visited the mountains in Alberta, the ocean in Vancouver and the flowers in Victoria. We have such a wonderful country and I am glad I was able to see so much of it. (That's me in the picture with my mother and sister. We are at the top of Whistler Mountain in Jasper.)

We also went down to Hell's Gate on the Fraser River and I crossed the Lynn Canyon Suspension Bridge in Vancouver. My father was afraid because we were 300 feet above the ground and the bridge was swaying. He kept telling me to stay still and hold on until he got back to the other side of the bridge. I also swam in the Miette Hot Springs. I wish they had hot springs in Toronto. We visited my aunt and uncle and two cousins in Calgary and went to the Calgary Stampede with them.

I don't think people in western Canada are as familiar with Blissymbols as they are in Toronto, because a lot of people looked at my symbol board and were wondering what it was all about.

When I got back from my trip, I went to Blue Mountain Camp for two weeks. I was a little concerned since all the counsellors I knew were not coming back, but luckily they had good counsellors again and I was able to talk with them very easily. Once they got to know me and how I use my eyes, it was pretty easy for them to understand what I wanted.

It was fun when I was away and we were doing something different every day, but after I got home from camp it was boring on the days we didn't do anything special. But since then, when my brothers and sister do things I can't do and I have to stay quiet and maybe watch TV for a few hours, I joke with my mother and say, "Now it's my turn to 'vege'."



Andrew's Message: I want money for a "Bliss Apple" computer for [a lot of] different children.

From Blissymbols to HandiVoice

Last summer we wrote a few letters to symbol users in Canada and the United States asking them to write us about their experiences. Jason Ward, a young boy who lives in Mount Dora, Florida, wrote back and told us about how he and his family communicate. Jason and his mother invented their own sign language to talk to each other. The system didn't work that well because it didn't have a very big vocabulary, and because no one else could understand it. Then they found out about Blissymbols and for the first time everyone could understand Jason. His mother could even leave him with a baby sitter and feel confident that they could understand each other.

Blissymbols also made Jason more independent. As he learned more

and more symbols, life became more exciting for Jason and his mother. One of the high points came one day when Jason's mother had finally given up paper training their small puppy. Jason crawled over to the puppy and began pointing to the symbols — "Go - toilet - paper."

Now Jason has a HandiVoice that speaks for him. He has become more relaxed when he tries to speak because he can rely on the HandiVoice if he needs to. This has really helped rather than making him depend on the HandiVoice. At one time, Jason had a problem with salivation that caused the HandiVoice to malfunction. Luckily, the company that makes them designed a cover that got rid of the problem.

Jason and his mother are also very happy with Jason's teachers, especially Sandra Osborne at Forest Park School in Orlando, Florida, for the program that's been put together for Jason.

Communicate and Tell Your Story

Being able to communicate certainly helps you feel less frustrated when you are handicapped. Blissymbols help people start conversations, and to talk about their ideas rather than just answering questions others ask. I still get frustrated when people don't understand what I mean when I use my Blissymbols, but after a few times I usually get my message across.

Please write in and tell me about your experiences so we can share them with each other in future issues. Here is my address:

Andrew Murphy
29 Kellythorne Drive
Don Mills, Ontario, Canada
M3A 2L5



Jason Ward with his HandiVoice

Ann & Kari Were There!

by Cathy Fairley

Two original Blissymbol users were part of the festivities as the new Roy Thomson Hall opened in Toronto this September to a gala week of concerts. Designed by internationally known architect Arthur Erickson, this unique steel and glass structure boasts magnificent acoustics, a warm and elegant interior, and, as Ann and Kari happily discovered, it is totally accessible to the disabled.

When my brother was home from Waterloo on Sunday, Ann's mom phoned my mom to say they had four tickets to see Anne Murray and asked us if we wanted to go and my mom said she couldn't let me down. I kept yelling and mom said, will you be quiet for a minute?

Kari



Kari and Ann discuss concert with teacher, Cathy Fairley

Famous Canadian vocalist Anne Murray may not have realized it, but eleven years ago a small and unofficial fan club was created at the Ontario Crippled Children's Centre in Toronto, Canada. Kari Harrington and Ann Running, now both 17, met when they were in the first Blissymbol class in 1971, and it was not long before it was widely known that they were avid Anne Murray fans. It was no surprise, then, that when Anne Murray's opening week concert at the new Roy Thomson Hall was announced, some old friends at OCCC made sure that Ann and Kari would be in the audience.

The chance to attend the concert in the new and very celebrated music hall was a big treat. Both Ann and Kari know every word to every song (especially the old ones), have all the books that have ever been written about Anne Murray and have records and tapes that they play over and over (much to the chagrin of their brothers and sisters). About three years ago Kari wrote a wonderful story based on her own life in which she was adopted by Anne Murray. She sent the singer a copy and received an autographed picture in return.

A week after the concert Ann visited Kari at her home in Markham and the girls had a chance to talk together about the concert. Ann uses listener scanning to access Blissymbols on her display, and Kari uses a combination of Blissymbols, spelling on her Memowriter and some speech. As you might imagine, the opportunity for two non-verbal individuals to have a conversation doesn't come often enough, and when it does the time is frequently too short for the communication to be completed.

That night, however, with the help of a "middle-man" or translator, the words (and symbols) flew between them and the girls had a great time reminiscing about their big night. Ann had seen the singer in concert several years before, and for Kari it was a first! They had a lot to talk about.

Sitting in different parts of the Roy Thomson Hall they had each noticed different things. They were, of course, very impressed by the Hall itself because it was so new and so large, and also because of its easy accessibility for people in wheelchairs. They noticed also that the people in the audience were mostly older and very well dressed,

although Kari did say a few people were wearing Anne Murray T-shirts!

But it was Anne Murray herself that impressed them the most. The girls commented first on the gorgeous outfits she wore (rather typical observations for 17-year-olds), and that she had sung all their old favourites (maybe she knew!), making the evening perfect.

Both girls were conscious of keeping very still and very quiet during the performance, no easy feat for anyone with cerebral palsy, especially when they are as excited as Kari and Ann were. Kari admitted letting out a "little" scream when her favourite song, "You Needed Me," began. Ann also talked about a man who sat near her in the audience. After the concert he asked if she had enjoyed the show, at which point she "flew out of her chair" with enthusiasm. He said he thought she had enjoyed it; he had heard her quietly humming along with every song.

In the end, the girls spent two enjoyable evenings — seeing the concert and then talking about it. Hearing the girls talk, one could not help but think about all that had happened to them since they first met eleven years ago. Then, they were

in a very special school setting with other non-verbal children. Now, Kari goes to high school where she attends both special and regular classes, and Ann is in a public school for the physically handicapped and will attend high school next year.

Not long ago, if anyone had suggested such a future for Kari and Ann or any other non-verbal child, they would have seemed terribly unrealistic. But beginning with what they learned in that first Blissymbol class, the girls have each developed a very special method of communicating. Without Blissymbols, education, story writing, simple conversations and so many other activities would have remained next to impossible.

Yet, through all these years of change it is also great to think of the many things that have remained constant for them — particularly their love of Anne Murray and her music. □

Cathy Fairley is a special education teacher who has been a friend and instructor to both Ann and Kari.

Learning is Caring and Sharing

Ontario District Pilot International (twelve member clubs of Pilot Clubs International, a classified business and executive women's service club) became involved in Blissymbolics in 1980.

Florence Townsend, Pilot International Foundation Representative, and Margaret Hockman, then Governor of the Ontario District, had been discussing the possibility of a district project for the International Year of Disabled Persons (1981). They attended a meeting of the North Toronto Club at which a member of BCI showed a short film and spoke about the work of the Institute.

In April of 1981, Ontario District pilots were the first to preview the film *Breakthrough*, a 45-minute documentary portraying the lives of three young cerebral palsied Blissymbol users. (The North Toronto Pilots Club had donated \$2,100 to the making of the film.) As a result, the Ontario District club voted unanimously to support Blissymbolics

as a district project for three years. From then on the clubs moved into action with their time, talents and financial support.

Activities have included:

- Donations to BCI directly (e.g., Marie Wellwood, Windsor Club, donated a percentage of the proceeds from her hobby, photography).
- Donations to specific club communities (e.g., One club purchased the video cassette *Symbol Talking* for use by disabled children; one member gave \$500. to the club's local hospital for electronic devices to help handicapped children communicate).
- Awareness seminars to acquaint community members with the work of BCI
- Purchase of Blissymbol Christmas cards and Hasti Notes
- Support of the use of Blissymbolics by the clubs in their communities
- Billeting arranged through the Toronto Club for those attending the Second International Conference on Non-Speech Communication in Toronto November 1982
- Margaret Hockman appointed to the BCI Board of Directors
- Betty Amsbaugh, President of Pilot International, speaking to the Council for District Officers in Chicago (July 1982), used as her theme, "Learning is Caring and Sharing," the story of Ontario Pilots' support of BCI as they work toward "full citizenship for the handicapped."

At the July 1981 International Convention in San Diego, Florence Townsend presented a paper called "Our District Project," to over two thousand delegates. She said, "I believe that by the end of the three-year period our clubs will be so involved in this worthwhile work that they will continue their support for many years to come."

At the same convention Jo Russell, Governor of Ontario District, commented, "To know that we are helping relieve the frustrations of non-communication and afford some measure of independence to an otherwise helpless group of children is a spine-tingling experience. I'm very proud of what our clubs are doing to sow seeds of friendship and service through Blissymbolics." □

BLISSYMBOL SEMINAR KIT

The Blissymbol Seminar Kit is available to people who have had elementary training and wish to give a seminar in Blissymbolics.

Developed by the BCI Training Department and the Augmentative Communication Department of the Ontario Crippled Children's Centre, the Kit contains: information on how to prepare, organize and present a seminar; also slides, overheads and lecture notes for a day-long seminar.

Cost of Basic Kit: \$155. Canadian funds.

Recommended for use with the Kit is the videotape "Now I Can Speak" (3/4" cassette), available from **Blissymbolics Communication Institute, 350 Rumsey Rd., Toronto, Ontario, Canada M4G 1R8** at a special discount price of \$225. for Kit purchasers.



Changing Attitudes

by Sue Odell

Sue Odell is a young woman who is dependent on her Blissboard to communicate her needs, feelings and ideas. Sue lives in her own apartment, and with the support and encouragement of the Vocational Rehabilitation Services of Ontario is being trained in the use of the personal microcomputer at BCI.

For the first time this summer, Sue spent her holiday at Participation Lodge, the first year-round resort in Ontario for disabled adults, located near Owen Sound and officially opened in June, 1982. (She had attended other facilities previously.) It was also a first for many of the staff, who were not familiar with Blissboard communication. With the assistance of Sandra Hogg, Director of Participation Lodge, who transposed Sue's symbols into typed English characters, Sue dictated through her Blissboard the article that follows:

I was the first person who communicates with a Blissboard to vacation at Participation Lodge. I was afraid I might not be able to communicate well, but soon found out I didn't have any problems. The aides working there were very good. They took time to talk with me and at night when I was outside they would bring a light so that I could talk. I felt proud because they knew how important that was to me.

Seven years ago I went to a camp where I could use my Blissymbols. I did communicate well at that time, but the staff put me to bed at 10:00 p.m. because they wanted to have some free time. I tried to stop this and told the director about it, which caused trouble for the staff. But things did change there the next year and I enjoyed it more. I think because I caused some trouble, physically handicapped people have been happier there. Other physically handicapped people helped me to change other attitudes at that camp, too.

I am lucky because I have a good hand to talk with on my Blissboard. Some non-speaking people with cer-

bral palsy have difficulty controlling their hands and so have more difficulty making themselves understood.

I hope in the future that non-verbal holidayers won't have difficulty communicating with people. I'm lucky. I have a good mind. □

Sharing Ideas With Nora

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Many of our readers are familiar with Nora Rothschild, author of the column "Helpful Hints" in BCI's *Bulletin*. Now, in *Communicating Together*, Nora will head up a new column, "Sharing Ideas with Nora," which will focus on questions, answers, methods and problems concerning all aspects of non-verbal communication.

Nora's background suits her admirably for the job. She has a Diploma in Speech Pathology from the University of Toronto, and was Director of the Speech Therapy Department at Simcoe Hall Crippled Children's Centre in Oshawa, Ontario. She now works as a consultant within the Augmentative Communication Service of the Ontario Crippled Children's Centre, which provides assessment and training programs for children and adults.

This service is also involved in evaluating and designing communication aids, including the microcomputer as a functional communication tool.

"We are especially interested in developing this column as an active forum for the sharing of people's experiences with non-verbal communication all over the world," says Nora. "We're interested first and foremost in meeting the communication needs of non-speaking individuals, and I'm sure there are many things people would like to share. A lot of us have questions, have discovered solutions to problems or have come up with new ideas. Where problems are concerned, I'll answer as many as I can, and when I can't respond to a query or lead a reader to the answer, I will throw the question out to other readers in hopes that someone else in the same situation has come up with solutions they want to share.

"Here are a few ideas that we at the Augmentative Communication Service have found useful in constructing communication boards:

- Use black Bristol board as a background for symbols or words; we have found that the black background adds definition to the display for some users.
 - For large portable communication displays, we have been using a variety of menu folders obtained from a local menu folder manufacturer. This allows us more flexibility in choosing the size and number of pages.
 - Other portable displays can be as simple as a laminated display, having the edges bound and reinforced with bookbinding tape. These displays can then be used under a "lexan" tray cover, and removed for alternate placements. (Note: lexan is a type of plexiglass which is more durable and less abrasive.)
- "I look forward to hearing from you!"

Readers interested in sharing ideas with Nora should address their correspondence to: Nora Rothschild, Communicating Together, Blissymbolics Communication Institute, 350 Rumsey Road, Toronto, Ontario, Canada M4G 1R8.

Teaching and Learning



Teaching prepositions

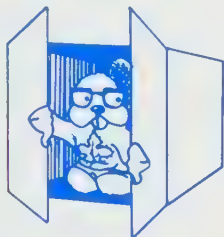
One of the strengths of Blissymbolics is the system's direct and simple portrayal of spatial concepts.

Two teacher/authors, widely separated geographically, have developed fun ways to teach such ideas as inside/outside; in front of/behind; over/under.

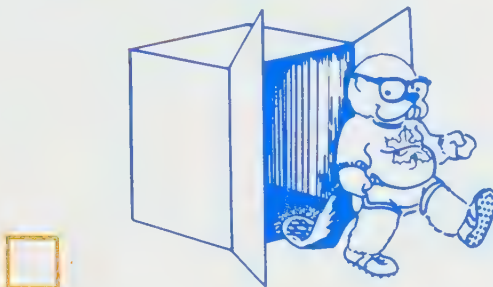
Gwen Mann of Canada, in partnership with her artist husband, has published *Where Are You?*, a fun-to-use workbook featuring the Canadian beaver. And from Sweden, Britt Carlsson and Monica Brolin introduce Nisse, a little Swedish boy who loves treehouses.

The Swedish booklet provides an interesting teaching technique. Over each picture there is an acetate sheet upon which the teacher is directed to draw the appropriate symbol. When the background picture is covered with coloured paper, the symbol can be seen clearly and read independently. Remove the paper and presto! the symbol appears with the picture. It is recommended that the symbols be drawn with an erasable marker so they can be easily removed and re-drawn the next lesson. The idea can be tried easily with teacher-made materials; a picture, an acetate sheet and coloured paper are all you need.

inside the box



outside of the box



The Swedish booklet is available for \$1. from Rikscentralen for Ped, HJ-Medel for RH, Bracke Ostergard, 41722 Goteborg, Sweden.

The Canadian workbook is available within a set of six books from Blissymbolics Communication Institute. Set of six — \$15.



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Of Special Interest to Subscribers in the United States

Publications and Teaching Aids produced by the Blissymbolics Communication Institute are available in the U.S.A. from:

EBSCO Curriculum Materials
Box 486
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For prompt service call
Toll free: 1-800-633-8623

Lauren Productions of Toronto, Canada
is happy to announce that the film *Breakthrough*, an inspiring documentary about communication difficulties, is now being distributed in the U.S.A. by:

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Sing Along With The Blissymbol Alphabet



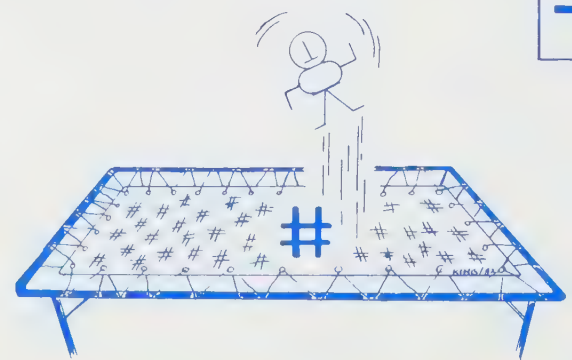
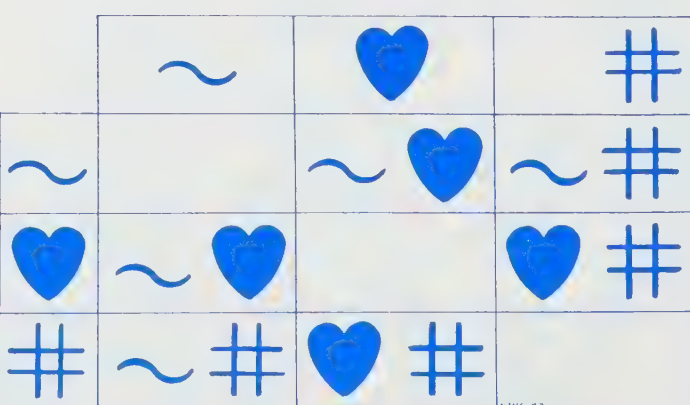
The Blissymbol Alphabet offers a means of arranging Blissymbols that is independent of the word assigned to the symbol. This capability makes for easier cataloguing and facilitates use internationally. The Alphabet also offers valuable learning opportunities. To users, the Alphabet provides a way of arranging the symbols on communication displays and in personal dictionaries. Thus, dictionary skills can be learned in this

new medium, and when written language is eventually mastered, students can gain an appreciation of the structure of their native language by comparing it to Blissymbolics.

Fun ways of teaching the Alphabet have been developed. For example, the well-known ABC Alphabet Song has now been adapted for Blissymbol users. See the back cover and sing along with the new "wavy

line/heart/crosshatch" melody!

In upcoming issues of *Communicating Together*, more Alphabet cards will be included to help teach the Blissymbol Alphabet. Teachers and parents are encouraged to xerox and colour the cards, and to use them to decorate their walls. Other ideas for introducing the Alphabet will appear next issue.

 FIRST TAKE A WAVY LINE	 THEN TAKE A HEART
 ADD A LITTLE CROSS HATCH	 MAKE A LITTLE CHART

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How Blissful Is My Work Now?

by John James

John James teaches school at Craig-y-Parc, one of the first United Kingdom Spastic Society schools to introduce Blissymbol communication. He both wrote and responded to this "anonymous" letter to the British Resource Centre, clearly demonstrating the humour and fun that permeate his teaching — both of children and adults. What a gentle way to be urged to keep records!

Blissymbolics was introduced at my school some time before the fearful month of January, 1979. Until then I had no real problems. My days were leisurely, I felt reasonably young and I was quite enthusiastic about my work. Yes, I smoked and drank then, but not heavily. I felt I had a sensible approach to life and work. What has gone wrong? I look at my yellowing fingers, nervously clutch my gin and tonic and I realise my problems have stemmed from volunteering. I volunteered to take a class of ten children with little or no expressive language who were thought suitable for Blissymbolics.

I was conned! Those children were *more* than suitable for Bliss. They were of average intelligence, and they became vultures for symbol knowledge. Just like spoilt children, the more symbols they were given the more they wanted; and if this wasn't enough, they insisted on using them!

No longer were they content to sit passively and work conscientiously at typewriters. No longer would they play my favourite game of 20, 30 or 40 questions and nod, smile or grimace disinterestedly as I showed them what a clever clairvoyant I was. Gone were the days when they could be ignored, because now all they wanted were those Bliss charts I had foolishly given them. Like alien beings from another planet, they began communicating with me and manipulating me, and then things got further out of hand and some of them dropped me like a discarded plaything and began communicating with each other!

I suppose really I have only myself to blame in that I was initially enthusiastic about the whole situation. Perhaps they were encouraged by their success, and by my obvious pleasure, and at times my discomfort that I had underestimated their ability. Yet, was it really fair on me that my whole, admittedly stagnating, classroom routine was turned topsy-turvy? Why should I have been expected to stop teaching to listen and write down their continual messages? I suppose once again it was my own fault, since like an old fishwife I thrived on the content of their messages.

Why wasn't I warned that these children would repeat overheard conversations between other members of staff, tell me what other people thought of me, give their own opinions of my colleagues, interrupt conversations and manipulate their environment to suit themselves? Could I have expected printable messages such as:

- You are thick.
- You are a mean and cruel teacher
- That laugh of his gets right up my nose.
- I was in my chair when that fat woman pushed me.
- It was lovely without you.
- You have not noticed my hair.
- I think they think we are not saying anything.
- Now look here, why can't I make a telephone call?

When will it all end? Things are easier for me now since they used their charts too well, and like a plague their influence has spread throughout the school. I only have six Bliss users at present. Yet, still I cannot rest, for I know there are more to come at the lower end of school and I've seen them looking at me and laughing. Nervously I walk along corridors trying to avoid the ginger-haired boy whose last words to me were:

"God, I love you. If you were a woman I would marry you."

Did he mean it? Will I change that much?

Haven't they done enough to me already?

Anonymous

Craig-y-Parc School,
Pentyrch, Nr. Cardiff,
S. Glam, Wales

Dear Madam,

I read with interest in the last edition of your magazine the very amusing article entitled, "How Blissful is My Work Now?" Although I am very sympathetic with the tongue-in-cheek views expressed by the unknown author I was very disturbed at the misleading way in which the symbol messages were presented. Anyone with any experience of the system, or indeed just familiar with the 400 chart, would be quick to point out that it was not possible to say those messages purely through symbols.

From my own experience of symbol users, I have no doubt about the authenticity of the article and symbol messages presented, but I feel that the author should have provided some system of coding to show how the messages were recorded, and the way the children managed to indicate words which are not on the 400 chart!

It became very obvious at Craig-y-Parc School that when we started writing down symbol messages it was necessary to introduce a system of standardized recording. Having done this, we could then, with far more accuracy, assess the extent of a child's use of the system. This meant that on each individual's Blissymbolic profile we could provide, not only information on the child's symbol facility — that is, the number of symbols the child has the ability to use; but also the child's degree of symbol usage — that is, the number of symbols the child has actually used spontaneously.

It was important to provide a very simple coding system that could be explained quickly and that people taking messages felt confident using. It was thus decided that the drawing of symbols was not necessary when taking messages.

It was decided, however, that:

- (a) the word/words under the symbol indicated was/were to be written down;
- (b) anything interpreted or guessed by the receiver of the message was to be bracketed;
- (c) anything a child attempted to

spell was to be indicated by dots. Thus, a message when recorded might be presented like this:

I past go (went) to
see belongs to I (my) aunt.
She past to be (was)
not WAL (well).

This coding provides a far more reliable framework when recording a child's use of the symbols, since it is obvious from the way the message is recorded which symbols have actually been used.

I trust that the writer of the article "How Blissful Is My Work Now" will agree with these points. However, anyone disagreeing with anything I have outlined is very welcome to contact me, either through this publication or at Craigy-Parc, where my work is also far from Blissful.

Yours sincerely,
John James

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Editor's note: John James' letter of reply has been excerpted in order to focus his discussion on standardized symbol recording. In a future issue a second area discussed by J.J. — his method of using the coded messages to calculate and record symbol facility and symbol usage — will be featured, along with examples of student profiles. □

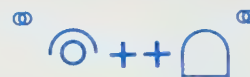
A Communication Game for Volunteers

A way of helping volunteers learn Blissymbols and be part of the action at the same time has been developed at The Villa, a private hospital in Thornhill, Ontario. When volunteers come to work with a group of Blissymbol users, everyone takes part in this communication game:

Each symbol user is assigned a volunteer who is learning Blissymbolics. The partner sits with his/her back to the blackboard while the symbol user faces the blackboard watching the secret message appear. The leader chooses a message of importance and high interest: for example, a message about the National Hockey League could be, "The Toronto Maple Leafs beat the Pittsburgh Penguins!" The message is then written in symbols. (The combining of new symbols may be required of the symbol user, because the blackboard symbols may not always be on the users' displays.) The message is then erased and each user must communicate the news to his/her partner. Finally, each message is reported to the entire group and the many variations are discussed, laughed at, expanded.

Everyone has fun and everyone learns!

Perspective

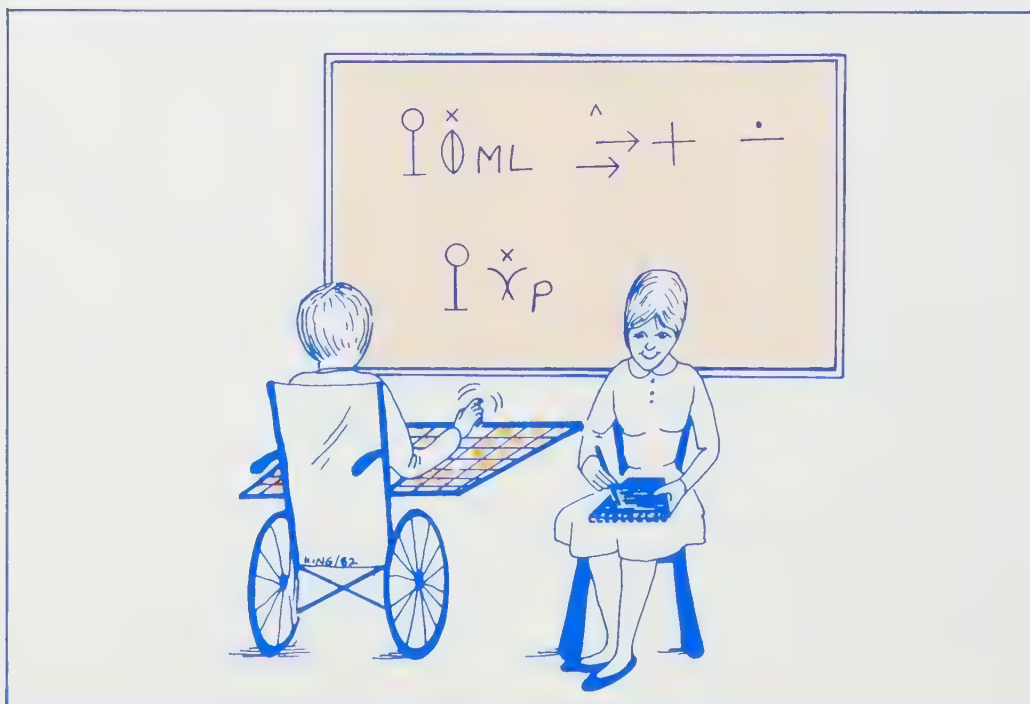


An Interview with Linda Hicks Gleckel



Linda Hicks Gleckel is Assistant Professor within the Mental Retardation and Physical Handicap Program of the Exceptional Children Education Department, State University College, Buffalo. She is a special education teacher with training in the specific area of physical disability and mental retardation.

Public Law 94-142 in the States came into effect in 1975. For the non-speaking population in particular, I believe there have been two major results of the legislation. One, we began to include the non-speaking in educational programs, and to use some of the techniques and systems to augment their communication ability; we discovered, of course, that many people we had generally assumed were retarded had a lot more potential than we had imagined! A second result has been that individualized educational programs must now be written for each student needing special educational services. Now, teachers not only need to attend very specifically to areas that may have received little or no attention in the past — for example, language and communication skills for students whose communication is deficient — but they also must pursue very specific objectives in an attempt to improve each



Playing the communication game

student's communication ability.

In my lectures regarding augmentative systems of communication I emphasize Blissymbolics. I am very much in favour of "Bliss" for many reasons. One is that many of the symbols are easy to identify because they look like the things they represent; even students who find it difficult to learn (students diagnosed as mildly, moderately or even severely retarded) can relate to some of the symbols. On the other hand, Blissymbolics includes abstract symbols that can convey almost any concept imaginable, and if a display lacks a symbol to communicate a specific idea or concept, there is a technique called "combine," which allows a symbol user to create a new symbol by combining one or more symbols already on the display. This makes Blissymbolics an extremely effective system for gifted cerebral palsied individuals — not a large population, but a significant one — who are able to communicate very sophisticated and abstract ideas.

Because Blissymbolics utilizes very basic pictographic symbols but also incorporates very abstract ones, the system can grow with the student. Blissymbolics is also standardized. Unlike the problems a non-speaker who has learned to sign may encounter when moving from one geographical location to another, Blissymbols always remain the same. The symbols are also available on stamps which can be affixed directly onto a communication display.

Blissymbolics has also helped non-speaking individuals in a few instances to improve their speech. One research study conducted by BCI found that the speech of several non-speaking individuals became more fluent and intelligible when they communicated with their Bliss displays. It appears that particularly cerebral palsied individuals become anxious and self-conscious as they attempt to articulate in their face-to-face interactions. However, when the "listener's" attention is focused on a display, and away from the symbol user's face, the symbol user relaxes and speech may become more intelligible. Some individuals, in fact, begin to use speech as their primary means of communication and no longer require the assistance of a printed display to communicate.

A major problem that appears to exist at the present time is inadequate preparation in non-speech communication in higher-education and teacher-education programs. With the exception of a few major universities where courses, seminars and/or research in augmentative systems involve doctoral students, most special education and speech pathology programs fail to offer any courses that familiarize students with non-speech systems. At State University College we occasionally offer a summer workshop or graduate seminar in this area, but only on an elective basis.

At the present time the American Speech, Language and Hearing Association is considering a mandate that will require speech pathology programs in higher education to offer coursework in non-speech systems of communication for certification. This mandate, if approved, will result in the development of new courses at many colleges and universities that wish to retain their ASHA certification. I would expect that a module on Blissymbolics would be included in coursework regarding non-speech systems.

I believe these courses should be developed by a multi-disciplinary team. Speech pathologists can make a major contribution, especially in the area of potential for speech, and expressive and receptive language assessment; physical therapists can describe appropriate positioning of the non-speaking individual to maximize his/her ability to operate a technical device or access symbols on a display; occupational therapists can evaluate non-speaking individuals with regard to development of appropriate displays and interfaces to operate technical devices; teachers can contribute to vocabulary selection and make programming decisions. Since many non-speaking individuals are multiply-handicapped, we need professionals to deal with every aspect of the non-speaker's inability to maximize his/her functioning.

However, there still appears to be some resistance to the multi-disciplinary approach. We aren't very good yet at sharing our knowledge and expertise with people in other fields. We need to move past this if we are to provide better services to meet the needs of the total

individual.

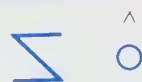
Both Canada and the United States appear to be committed to the development of programs to facilitate the communication of non-speaking persons. Although programs in higher education appear to be inadequate in preparing professionals in non-speech communication, teachers, speech pathologists, other professionals and parents are seeking expertise in this area through seminars and workshops.

Right now, what we need to do is ensure that non-speaking people receive the help they need; and to do that I believe we need to educate professionals who will be working with this population. We also need to educate people in the community so that everyone will be more comfortable with non-speaking individuals.

The families need our attention as well. Many parents believe that when we adopt an augmentative system for their children, we are giving up on speech. We need to convince them that their children need a way to communicate now; that they are frustrated; that they have ideas they want to share, but have difficulty communicating them to others. We need to convince them that their children need to be able to communicate in whatever way they can now, and that eventually they may be able to move to speech.

We always use the system that best meets the needs of the child; then, when another system seems to be more appropriate, we move on to that system. It may be speech, it may be a word board. Some individuals may learn to read and write, others may be able to type out messages on a technical device or typewriter. We never say, "Your child will never speak." We always leave that door open.□

Blissymbol Talk



Symbols: New and Old

This section offers symbol information blended to meet the interests of both new and experienced instructors. To those approaching Blissymbolics for the first time, we hope to introduce you gradually to the system. To those already involved with Blissymbolics, we shall try to provide new information and new ways of looking at what is already known.

Long-Term Plans

Long-term plans for further development of Blissymbolics for use by persons with communication, language and learning difficulties in-

cludes: studying the comments being made by C.K. Bliss in accordance with BCI's September 1982 agreement with him; seeking advice from BCI's International Panel on Standards for Blissymbolics; responding to needs and recommendations from Affiliates, Senior Presentors and Symbol Monitors.

Short-Term Plans

New Symbols are being created from time to time in response to requests from those working in the field. A number of symbols developed for symbol users in Israel illustrate this ongoing growth of Blissymbolics. We anticipate these new symbols will be useful to others throughout the world. For example:

boots protection + legs + feet + 2 pointers	shorts pants (clothing for legs) + short
sandals shoe + open	underpants pants (clothing for legs) + under
slippers shoe + house	undershirt shirt (clothing for chest) + under
handkerchief cloth + nose	And a symbol we have all been waiting for: break, rest period Remember — The time is limited!
Kleenex page/paper + nose	

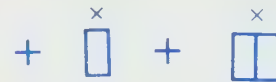
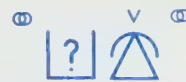


A symbol quiz for beginners:

- After studying "Symbols New and Old," see if you can produce the symbols for the following meanings:
socks, stockings
coat, sweater
- What do you think the following symbols mean?
- What are the meanings of the two superimposed symbols within the symbol for clothing?

(Answers on page 22.)

Research and Publications



Translucency Made Transparent



Geb Verburg's first experience with non-speaking communication was in the mid-seventies in his work with the Formative Evaluation of the Ontario Crippled Children's Centre Symbol Communication Program. Throughout his doctoral studies, he has maintained his association with OCCC and the Blissymbolics Communication Institute and is currently involved as research officer in a project to investigate the use of microcomputers with the disabled.

As someone who has not been part of the effort to create *Communicating Together*, I feel justified in extending congratulations to BCI and the entire international Blissymbol community for their daring and accomplishment in turning the Blissymbol *Newsletter* into a full-fledged quarterly. I wish everyone all the best, and hope to contribute to the success of this publication by interpreting and communicating research issues as they relate to service and application.

My background and interest is in cognitive development, learning, education, the use of the microcomputer and rehabilitation. For this first issue, I would like to discuss

two terms that have recently appeared in the communication literature: *transparency* and *translucency*.

In the context of augmentative or auxiliary communication systems (both gestural and symbolic), the terms refer to the relative ease with which a sign or symbol can be correctly understood by someone who does not know the sign/symbol. It is obvious that knowledge about how easily a symbol can be understood could be useful for symbol teachers and instructors.

Fristoe and Lloyd (1979) define transparent signs or symbols as "highly guessable signs [or symbols] ... [whereby] it is possible to understand a previously unfamiliar sign [or symbol] from physical appearance alone." Translucent signs, on the other hand, are defined as being "not necessarily guessable, yet when the meaning is known, persons unfamiliar with the signs [or symbols] are able to recognize a relationship between a sign's [symbol's] meaning and its formation." I believe these terms are a distinct improvement over the older terms used to qualify symbols, such as *pictoriality*, *pictographic value* or *similarity to the referent*.

The way in which the degree of transparency or translucency of a Blissymbol is determined has a bearing on the application of this information. Following is a brief description of how this is done:

The transparency of a symbol can be determined by asking a large group of people (from 50 to 200) who are unfamiliar with the symbols to guess the meaning of a symbol. If every person in the group guesses correctly, that symbol is then 100% transparent (or its transparency rating is 1.00). If only 75% of the group guesses the correct meaning, the symbol is then 75% transparent (rating of .75), and so on.

Translucency ratings are made by presenting a symbol and its meaning (gloss) and then asking a person to rate on a 7-point scale how well the symbol represents the meaning of

the word. The ratings of a large group of people are then combined and averages are calculated to arrive at a translucency rating.

It will be clear from these procedures that transparency and translucency ratings depend heavily on the nature of the group of people who make the guesses; for example, university students — so far, the group most commonly used — are bound to make different guesses than nursery school children. Both of the above, if able-bodied, will differ again from severely handicapped children or adults.

The following are some examples of Blissymbols with age-related differences:

- The *water* symbol — Looks more often like a snake or worm for infants; early teenagers are more likely to perceive it as a wave.
- The symbol for *school* — May be highly translucent to an adult but much less so for a kindergarten child.
- The symbol for *help* — May appeal more to children (for example when a demonstration is given as to what happens to "the person" when the supporting "stick" is removed) than to adults.

How the Terms Help the Instructor

Knowing how the ratings have been arrived at and what the transparency and translucency ratings of particular symbols represent can help the instructor with the selection of symbols, as well as with planning the explanation of symbols.

When we compare the two terms with regard to their usefulness, we see an interesting difference between transparent and translucent symbols. Although it might appear that transparent symbols are the best ones to use for a new symbol user, there is a hidden benefit in using translucent symbols.

A highly translucent symbol is one that becomes clear once its meaning

is given or explained, so that every time a user learns a translucent symbol he or she also learns something about the logic by which the symbol was created. The learning of translucent symbols therefore builds a base of knowledge that helps the individual recognize and understand new symbols. For example, when the Blissymbol *food* is explained, the symbols *colour* and *smell* — which follow the same logic — are likely to become easier to learn.

This type of knowledge is not acquired in the same way through learning transparent symbols. Thus, although translucent symbols may be more difficult to learn than transparent ones, learning translucent symbols is more likely to have a "ripple effect" or carry-over.

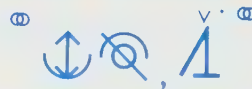
How the Terms Help the Researcher

The promise of these concepts for research is considerable: comparisons of signs or symbols within a system become easier; different systems can be characterized and compared. It may even be possible to use the transparency and translucency ratings from groups of handicapped individuals to compare how different their ratings — and hence their cognitive structures — are from each other, and from able-bodied persons.

As transparency and translucency data for signs and symbols become available (Lloyd and Karlan, work in progress) it is important to keep two points in mind: first, transparency and translucency ratings are calculated by having large groups of people respond to the meaning of signs or symbols. The ratings are, therefore, an average for a particular group, or the base population, making it paramount that researchers report the nature of this base population. And it is perhaps even more important for symbol instructors to determine how closely their client (for whom they may want to use such ratings) resembles members of the base population. If the client is a child with cerebral palsy and limited experiential history and the base population consists of college freshmen, strong caution is advised in the way in which instructors use the ratings. □

G.V.

Augmentative Communication



Introducing Alternatives

The term *Augmentative Communication* is bulky, hard to say and difficult for the newcomer to understand. Yet, although many hours have been spent trying to discover alternatives, we can't find a better way to describe what happens when people who are unable to speak increase or *augment* their communication through some means other than speech.

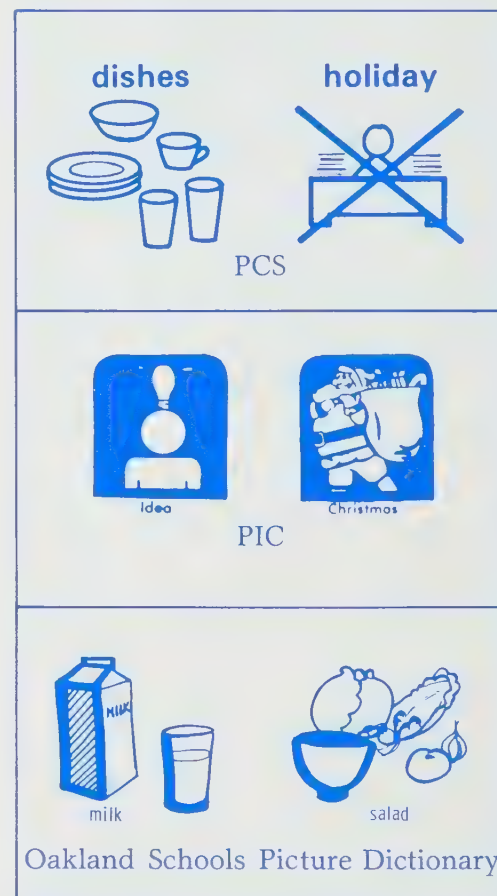
People with the desire to communicate always find *some way*. They manage to do so even without speech. They use their eyes, their faces, their bodies, clues in the environment. But it's never quite enough. Nothing can substitute for speech. So the job remains to augment whatever means of communication non-speaking people already have, and to come as close to speech as possible. As a result, non-speaking people learn to use spelling boards, word boards, symbol boards, picture boards, voice synthesizers, computers, electronic scanning boards, electromechanical pointers and all kinds of "things." That's Augmentative Communication.

In future issues, we will review some of the systems that are available, looking at how they were developed and how they are being used. We will first look at picture systems and explore them one by

one. Blissymbolics, because it is considered a *comprehensive* core communication system, will have its own regular section (see p.16).

Watch for *Augmentative Communication*. We have a new area of knowledge and we are using new words.

For a beginning, here's how concepts are depicted in three different picture systems:



Recommended reading:

Translucency Made Transparent:

Fristoe, Macalyn and Lloyd, Lyle L. "Non-speech communication." *Handbook of Mental Deficiency: Psychological Theory and Research* N.R. Ellis ed. (2d.ed) New York: Lawrence Earl Baum Association, 1979.

Lloyd, Lyle L., and Karlan, George R. "Transparency of Signed English Signs." Research in progress. Purdue University, West Lafayette, IN. (Expected 1983)

Introducing Alternatives:

Musselwhite, Caroline R., and St. Louis, Karen W. *Communication Programming for the Severely Handicapped: Vocal and Non-Vocal Strategies*. Houston, TX: College-Hill Press, 1982.

Schiefelbusch, Richard L. *Non-Speech Language and Communication*. Baltimore, MD: University Park Press, 1980.

Silverman, F.H. *Communication for the Speechless*. Englewood Cliffs, N.J.: Prentice-Hall, 1979.

PICS and Paul

by Anne B. Martin

Anne Martin was teacher and principal at Virginia Waters School, St. John's, Newfoundland. She is currently working on her Master's degree in Special Education at the Ontario Institute for Studies in Education in Toronto.

Paul has cerebral palsy. He is visually impaired, non-verbal and confined to a wheelchair. He attends Virginia Waters School. Paul's communication system over the years has been a combination of gestures and sounds. Attempts with Blissymbols, including three-dimensional symbols made with pipe-cleaners, have had limited success. Yet, it was obvious when we began working with him that Paul had the ability to use a non-verbal system.

A key difficulty had been Paul's limited vision. However, a number of things occurred in his favour almost simultaneously: he had cataract surgery, which improved his sight in one eye; a consultant from the School for the Blind in Halifax visited and we read some literature on the PIC system; the consultant supported the idea of using the PIC white-on-black pictogram system for Paul.

Before this, Paul had been using a rather socially unacceptable gesture to represent his sister and an equally unacceptable sound to represent his brother. Thus, the first PICS we gave him were for *girl* and *boy*, with the names of his sister and brother printed beneath. Paul then demonstrated his talent for communicating in his own way. He did an interesting thing with the sound he used to represent his brother; the same sound now came to mean his teacher. Still later, when we placed his teacher's photograph on the Board the sound became generalized to mean all photographs and large-sized PICS on the Board.

We were greatly encouraged by Paul's response to PICS, and began to add quickly to his vocabulary. His eagerness to use them resulted in our often introducing two or three PICS at a time. The initial PICS related to his immediate en-

vironment at home and at school — *book, chair, swim, bathroom, bed, church, food, drink* — and were introduced two or three at a time. PICS such as *hello, goodbye, happy, sad, go* and *friend* were also rapidly understood.

As the PICS started to fill the Board, Paul's gross-motor pointing became less effective, so we tried to have him point with one finger only. This proved to be unsatisfactory. We finally settled on a metal, doughnut-shaped device (a bushing) that could be attached with a string to his Board; Paul could slide the bushing on to the PIC and leave it there.

The success of any communication system depends on the response of strangers to the system. Paul's entry into hospital was just such a testing ground. The PIC Board and a list of his gestures went with him to the hospital and were explained to the staff, though not to the other children on the ward. Imagine Paul's mother's satisfaction and delight when an older boy wheeled Paul in-

to the room and told his mother Paul could talk. The boy went on to explain that Paul talked by pointing to a PIC, and then you read what he said. He encouraged Paul to say something to his mother, and Paul pointed to "hello." Paul was anxious to get back to school after his stay in hospital, and he spent a couple of days pointing to the school, his friends, the school bus. He was beginning to put two symbols together.

Paul still has a long way to go. The PICS he uses now are large, and we don't know how he will respond to smaller ones. Perhaps the PICS are a bridge to other systems. The conceptual ideas of PICS are perhaps more difficult for him than Blissymbols, but if Blissymbols become available as white-on-black symbols, perhaps a combination of both systems will work. The door, however, has now been opened, and Paul has the beginnings of effective communication. □



Book



Swim



Bathroom



Chair



Hi



Goodbye

Blissymbol Publications in French for Quebec

Le Centre de Ressources Bliss du Québec est fier d'annoncer la publication d'une version française des ouvrages suivants:

Handbook of Blissymbolics
Le Manuel du Système Bliss
and
Blissymbols for Use
Le Répertoire des Symboles Bliss

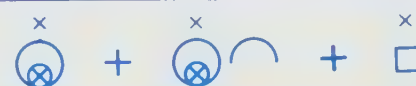
Because of government funding for the translation of the *Handbook of Blissymbolics*, it is possible for us to distribute it free of charge in the province of Québec. (Postage will be charged.) For those in Québec who wish to exchange their English copy of the *Handbook* for the French version there will be no postage charge

The cost of *Le Répertoire des Symboles Bliss* is \$20. Canadian, plus postage.

Le Centre de Ressources Bliss
du Québec
Association de Paralysie Cérébrale du Québec, Inc.
525 boul. Hamel est, Suite A-50
Québec, P.Q.
Canada G1M 2S8

For those outside Québec wishing these French publications, contact:
Blissymbolics Communication Institute
Toronto, Ontario
Canada M4G 1R8

Machines, Computers and Things



New Ways to Communication

This section deals with the devices that enable non-speaking people to communicate. The first four issues will focus on the components present in every device: Input and Output.

When we listen to someone speak and receive the information they wish us to have, we take the means of communication entirely for granted. We do not concern ourselves with the manner in which our vocal chords and breathing apparatus work together to produce speech. We do not analyze the way in which the general tone, speed and inflection of what is spoken add to the information being given. Nor do we consciously focus upon facial expressions, body movements or general posture, all of which con-

tribute further to the message. We have become accustomed to simply responding to speech, counting on the physical activities that produce and accompany it to carry on.

For non-speaking people, the reliability of these cues is interfered with. Often a smile is intended and a grimace comes instead; a quiet, gentle laugh is wanted and a loud shriek is produced. Control of body movement is often just not possible.

Deprived of speech and sometimes even reliable accompanying clues to what they are thinking and feeling, non-speaking people have to rely on new ways of communicating:

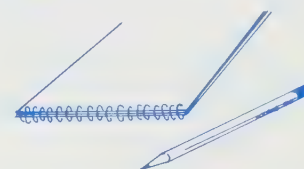
Technology — both simple and sophisticated — provides new and exciting forms of Input and Output.

The job of communication specialists who help non-speaking people is to find the best device to meet the

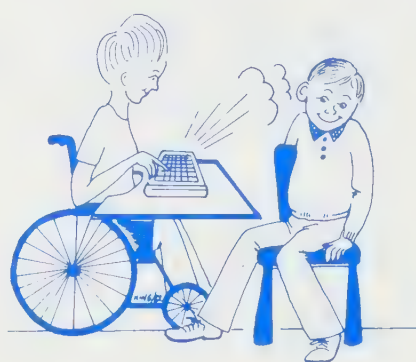
needs of the non-speaking person and those with whom he/she communicates.

We will begin at the end, with Output — the part that matters most to the message receiver ("listener"). To respond to the Output of non-speaking people, we need to learn new skills.

To help those just beginning to converse with non-speaking people, the simplest technology of all can often help: a paper and pencil to jot down letters being spelled or symbols just presented; or added information that makes the message meaningful.



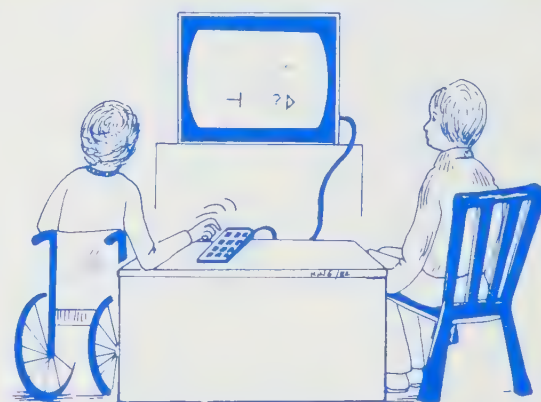
And for more sophisticated Output ...



It can be heard . . .



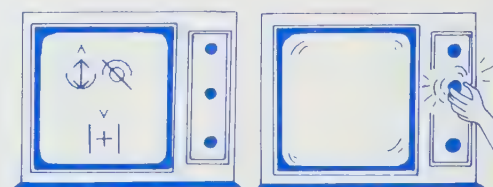
It can be seen . . .



It can be short-lived . . .

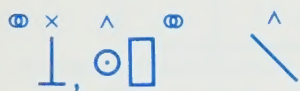


It can be permanent . . .



It can last until it is told to disappear.

Readers Write



Wanted: Information for New Resource Book

Christiane C. Marois of Montreal writes . . .

I am now gathering information about simple communication aids for a resource book to be published by the Blissymbolics Resource Centre of Quebec, Canada (Cerebral Palsy Association of Quebec). These aids can be fairly easily made by a therapist, parent or handyman.

If you have original ideas about communication boards (static or ambulatory), means of access to boards, pointers (hand, head, foot . . .), light pointers, encoding techniques, call bells, use of commercial gadgets for communication purposes, adapting toys for physically handicapped children, learning and training materials, simple electro-mechanical devices, etc., and would like to share them with other professionals in the field, we would love to hear from you.

Send us a picture (or a drawing), plus a short description of the device. Full credit will be given to the "inventor" and the centre where it was developed.

We need to receive the information by December 15, so our publication can be out for spring, 1983. Everybody who contributes will receive a copy.

Please send information to: Christiane C. Marois, 12,633 55th Ave., Montreal, Quebec, Canada H1E 2L1 Telephone: (514) 648-5644

Today

This poem was translated into Blissymbols at Hamilton Participation House by residents Russell Cecchini and Treena Guy, assisted by staff member Margie Szilagyi.

	This is the beginning of a new day
	God has given me this day to use as I wish
	I can lose time or use it for a good purpose
	But what I do with this day is important
	Because I am exchanging a day of my life for it
	I promise to myself that it will be
	Good not bad
	Gain not loss
	Success not failure
	In order that I never regret
	The price I have paid for this day
	Anonymous

Material from symbol users is reproduced essentially as submitted in order to reflect individual creativity and different styles of expression. Neither symbols nor usages are to be regarded as models for expression or instruction.

Although the combine strategy is frequently employed to arrive at new symbol expressions, the personal symbol creation is often not enclosed between combine indicators as required by BCI practice.

Schedule of Events



Upcoming BCI Elementary Workshops

BCI Elementary Workshop training sessions are held throughout the year and provide professionals and families with an opportunity to learn about Blissymbolics. The workshops include thirty hours of lectures, and group and individual assignments.

Forthcoming Workshops:

In Ontario

—March 7-10,
—July 4-7, and
—October 17-20, 1983
at Ontario Crippled Children's Centre, Toronto.
Contact: Blissymbolics Communication Institute,
350 Rumsey Road, Toronto, Ontario, Canada M4G 1R8,
Telephone: (416) 425-7835

—April 14-16, 1983 (tentative) in Guelph.
Contact: Sue Lawton, Speech & Language Services, Wellington County Board of Education,
500 Victoria Road North, Guelph, Ontario, Canada N1E 6K2
Telephone: (519) 822-4420 ext. 296

In Quebec

—November 30, December 1,2,3, 1982 at Hospital Marie Enfant, Montreal, P.Q.
—April 26-29, 1983, St. George, P.Q.
Contact: Association de Paralysie Cérébrale du Québec, Inc.,
535 boul. Hamel est, Suite A-50, Québec, P.Q., Canada G1M 2S8,
Telephone: (418) 529-5371

In New York State

—Summer, 1983 (tentative) in Oneonta, N.Y.
Contact: William S. Benedict, Ph.D., Associate Professor of Speech, State University College, Alumni Hall
63090, Oneonta, New York, U.S.A. 13820.

Special Interest Workshop

Current Applications of Non-Speech Systems with Mentally Retarded and Multipli-Handicapped Individuals
sponsored by:

Speech and Hearing Program
School of Education
and

Continuing Education Programs of
C.W. Post Center
Greenvale, New York

in association with
Blissymbolics Resource Centre
Association for the Help of Retarded Children, Suffolk Chapter

Dates: December 3-5, 1982
Fee: \$150.

For further information write or phone:

Dr. H.R. Gillis
C.W. Post Center
Long Island University
Greenvale, New York
U.S.A. 11548
Telephone: (516) 299-2438

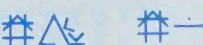
or

Mrs. Susan Sansone
Blissymbolics Resource Centre
Association for the Help of Retarded Children
2900 Veterans Memorial Highway
Bohemia, New York
U.S.A. 11716
Telephone: (516) 585-0100

Participants will get Continuing Education Unit (CEU) credits through C.W. Post Center.

Application has been made to the American Speech and Hearing Association (ASHA) for CEU credits.

Answers: Symbols New and Old (from p. 16)

1. socks, stockings coat, sweater

2. shirt, blouse
bib
3. cloth + protection



Publications

available from Blissymbolics Communication Institute

Blissymbols for Use

by Barbara Hehner

Teaching and Using Blissymbolics

by Eugene T. McDonald

Blissymbols for Preschool Children

by Anne Warrick

Symbol Secrets

by Shirley McNaughton

Blissymbol Workbooks

by Andy and Gwen Mann

Blissymbol Opposite Series

by Althea Cocking

I have a Flower

by J. Krech

Communication Outlook

A quarterly magazine focusing on communication aids and techniques for persons with communication handicaps due to neurological or neuromuscular conditions.

Regular Features include:

News on Aids - New communication devices, both commercial and under development

New Material - Publications to resources related to the field

Where the Action Is - New centres, projects and programs

Coming Up - Calendar of workshops and conferences

Subscription Rates (4 issues)

\$12. U.S. and Canada

\$15. outside North America

Contact:

Communication Outlook
Artificial Language Laboratory
Computer Science Dept.
Michigan State University
East Lansing
Michigan, U.S.A. 48824

For Your Information

Blissymbol components used in section headings, symbol examples and design...

Now, with accompanying words:

person ⌞	we, us ⌞⌞	public x x ⌞	woman Δ	man λ	family Λ Λ Λ	a, an \	about, of >
(to) communicate ⌞⌞	(to) be ⌞	(to) shore ⌞⌞⌞	(to) teach ⌞⌞	(to) learn ⌞⌞	(to) read ⌞⌞	(to) write ⌞	(to) race, compete ⌞⌞
beginning ⌞	Blissymbol Σ	knowledge ⌞	opinion ⌞	event ⌞	idea ⌞	help, aid ⌞	plural indicator x
machine ⌞	computer ⌞⌞	thing ⌞	schedule ⌞⌞	hole ⌞	bird ⌞	leaf ⌞	metaphor ⌞
why ?⌞	together ⌞⌞	excited ⌞⌞	over ⌞	and, also +	along with ++	belongs to, of (possessive) +	combine indicator ⌞

A VALUABLE GUIDE

for parents and friends of symbol users who are interested in helping the Blissymbol user communicate. The author draws on her many years experience to provide a practical approach to helping Blissymbol users with their symbol learning. A brief exercise follows each chapter, providing a useful review.

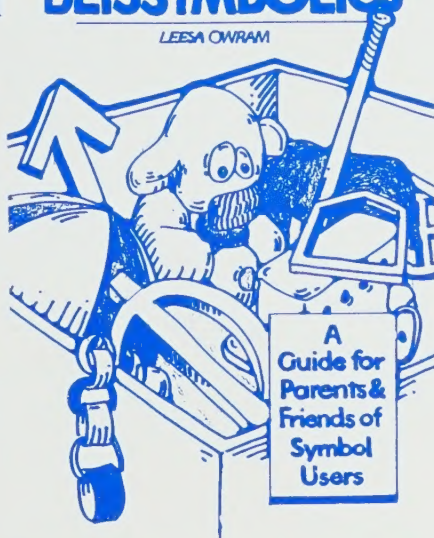
64 pages \$8. Canadian

To order write:

Blissymbolics
Communication Institute
350 Rumsey Rd.
Toronto, Ont. Canada
M4G 1R8

Introducing BLISSYMBOLICS

LEESA OWRAM



The Book to the Film "Mr. Symbol Man"

By C.K. Bliss

Price - \$7.60 U.S.

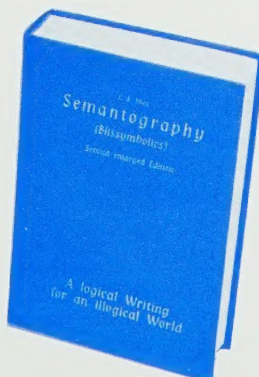
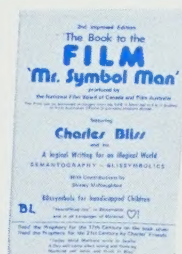
Semantography (Blissymbolics): A Logical Writing for an Illogical World

C.K. Bliss

Price - \$46.20 U.S.

Both books are available from:

C.K. BLISS
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The Blissymbol Alphabet Song

Words and Music by
SHIRLEY McNAUGHTON

The musical score is written on ten staves, each with a treble clef and a key signature of two flats (B-flat and E-flat). The time signature is 4/4. The melody is composed of eighth and quarter notes, with some triplets indicated by a '3' over a group of notes. The lyrics are written in orange text below each staff, corresponding to the musical phrases.

First take a wavy line then take a heart Add a little cross hatch make a little chart

Next take a building to it lend an ear Add an arrow and a wheel
now tell me what you hear

Wheels lead to circles large then small to start Large half circles follow
next then any other part

Now move to all the squares rectangles come along As you open up each one
they still look very strong

Then right-angled triangles followed with a dot meet right angles and lines
on bases and now what have you got?

Next come all the crosses with i- sosceles triangles just
beside As we add the acute angles
I'm ready to run away and
hide but

All we have remaining are some shapes we use in signs
so let's add horizontals first
then all the other lines

Now add the pointer and punctuation please we finish with our numbers
and our well known ABC's

We've got a brand new Alphabet Isn't it the finest thing you've
ever met?